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ABSTRACT

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the language arts subject area. Course numbers and exercise topics are: 101 (directional words, similarities and differences, alphabet, letter sequence, left to right progression, names and addresses, following directions), 102 (sight words, beginning consonants, final consonants, classifying pictures, best title, details), 103 (sight words, short vowels, signs, picture sequence, word groups), and 104 (sight words, middle consonants, capitalization, punctuation, the word "I," best title, main idea, details). (YLB)

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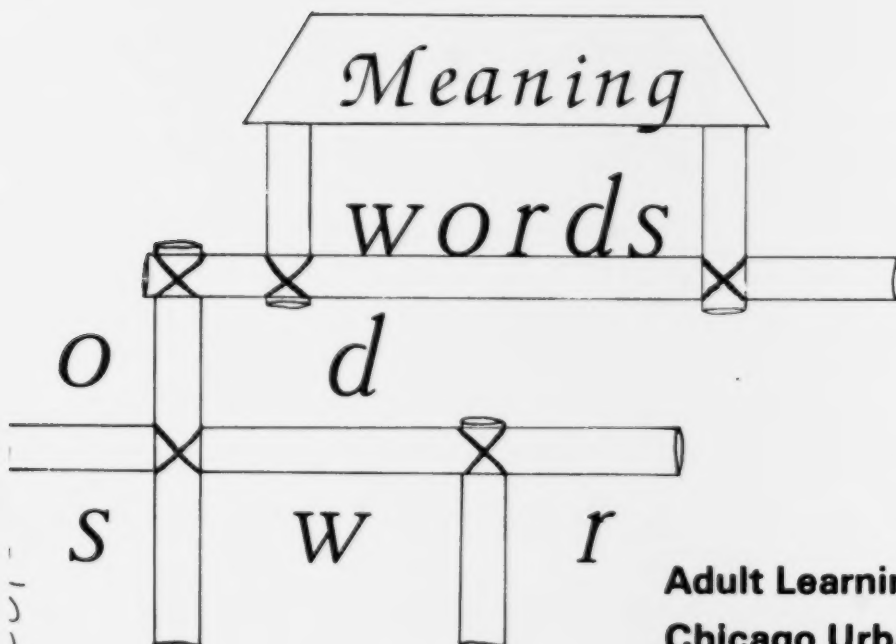
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Basic Supplemental Exercises

Courses 101 — 104



Adult Learning Skills Program
Chicago Urban Skills Institute
One of the City Colleges of Chicago

ADULT LEARNING SKILLS PROGRAM

Supplemental Exercises

in

Language Arts

Courses 101-104

CHICAGO URBAN SKILLS INSTITUTE

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TO THE TEACHER

Purpose of This Book

The exercises in this book and in this series have been designed to assist beginning readers in attaining a level of literacy which will enable them to cope better in their daily lives.

How To Use This Book

The supplemental exercises in this book should be used with the teaching strategies suggested in the Basic Curriculum Guide, and teacher-made and commercial materials.

Exercises for you to read aloud to students are in this teacher's section. These exercises are indicated in the student's section by this symbol:



Also included in this section are suggestions and procedures for introducing various skills.

This book is designed to be used in individualized and group teaching situations. With most exercises, you can introduce the skill, read and/or explain the directions to students, and guide them through the first example. While students are working individually, you should remain nearby in case additional assistance is needed.

Consider different levels of student ability when working with this book. Allow each student to proceed at his own pace. Do not overwhelm a student by practicing a skill until he becomes too tired or bored. Give student immediate feedback on his performance and a lot of praise and reassurance to provide a sense of accomplishment. When a student demonstrates that he is competent in a skill, do not continue to practice that skill.

Course Focus

Course 101 develops visual readiness skills such as spatial awareness, left-to-right progression and similarities and differences. This course focuses on the pre-writing skills: letter recognition, letter formation and letter sequence. It also includes writing personal information.

Course 102 introduces basic and functional sight words, sound-symbol relationships, and comprehension exercises based on oral and pictorial presentations.

Course 103 reinforces and integrates sight words with short vowel word families. Students are beginning to read more sentences silently and to use context clues. Comprehension skills continue to be developed.

Course 104 gives students the opportunity to complete literal comprehension exercises after reading short sentences silently. Sight words and oral comprehension exercises continue to be presented along with simple punctuation and initial capitalization.

101, Exercise 1, Page 1

OBJECTIVE: To dictate experience stories

Some adults just learning to read are somewhat inhibited about dictating and reading information about themselves. This exercise should be given when you are sure that the student is comfortable with it. You can reduce students' inhibitions by leading a class discussion about a high-interest reading selection that you have read orally. After the discussion most students will probably feel more at ease and, therefore, may not mind completing the Personal Information exercise.

The Personal Information exercise should be presented using a modified language experience approach (see Basic Curriculum Guide) that will help students to observe the spoken word--their own--being transformed into writing. Students may recognize elements (such as numbers in their address) that will serve as context clues to the other words on the line.

The student should follow the line of print and give the appropriate response for you to print on the line. Pull a plain piece of paper down the page as you and the student work line by line. Print student's responses very carefully.

This exercise is to be done individually with each student. When you have filled out Personal Information sheets for each student, some students may wish to volunteer to read various sentences aloud. Do not lead anyone to feel that he is expected to read aloud at this time.

101, Exercise 2, Page 2

OBJECTIVE: To understand directional words

Ask these questions about the location of the man.

1. Is the man sitting under the car or on the car?
2. Is the man inside the car or outside the car?
3. Is the man behind the car or in front of the car?
4. Is the man under the car or on top of the car?
5. Is the man standing to the right of the car or to the left of the car?
6. Is the man behind the car or between the cars?

OBJECTIVE: To understand directional words

"WHERE IS THE PICTURE?"

Questions for Exercise

1. Find the picture of the vest. Which picture is to the left of the vest? jacket
2. Find the picture of the clock. Which picture is under the clock? bag
3. Find the picture of the woman wearing the hat. Which picture is above the picture of the woman wearing the hat? table
4. Find the picture of the man sweeping. Which picture is to the right of the picture of the man sweeping? woman wearing fur
5. Find the picture of the table and the shopping bag. Which picture is between the table and the shopping bag? brush
6. Find the picture of the jacket. Which picture is below the jacket? table
7. Find the row of pictures with people. Which picture is first? woman wearing hat
8. Which picture is last? woman wearing fur
9. Find the row of pictures with things you can wear and something that tells time. Which picture is in the middle? vest
10. Is the man in the picture sweeping the dust to his left or to his right? left

102, Exercise 1, Page 32

OBJECTIVE: To recognize and print sight words

Most sight word nouns in this exercise are introduced with pictures. Continue to introduce them in this manner when possible. Some sight words which cannot be introduced with pictures may be more difficult to learn, and may require extra drill. When teaching sight words, introduce no more than 6 to 8 words at a time. Use a chalkboard, flashcards, and items from the students' own environment (magazines, newspapers, grocery items and advertisements). Discuss word meaning.

102, Exercise 7, Page 64

OBJECTIVE: To recall details from a paragraph or story presented orally

After reading each paragraph to students, ask the questions.

- A. Time is important when you need help. You should keep a list of emergency numbers near your telephone. If you do not remember to list these numbers, you can dial 911. The person who answers will send the police, the fire department, or an ambulance to help you.
1. Where should you keep a list of emergency numbers?
 2. If you don't have a list of emergency numbers, what telephone number can you dial for help?
 3. Who will 911 send to help you?
- B. When it is cold out, many people turn on the gas oven to warm their homes. They stuff rags under doors and around windows. This helps to keep cold air from getting in. They do not know that there is danger when they do this. They do not know that natural gas reduces the oxygen in the air. We need to breathe plenty of oxygen to stay alive. We can suffocate if there is not enough oxygen in the air.
1. Why do some people stuff rags under doors and around windows?
 2. What does natural gas do to oxygen?
 3. What can happen if there is not enough oxygen in the air?

102, Exercise 7, Page 64 (Continued)

C. Lisa walked into a store to buy a refrigerator. A salesperson walked over to her. She told him that she wanted to buy a refrigerator for about \$500. He ignored what she said and tried to pressure her into buying one for \$800. Lisa knew the more expensive refrigerator had more features but she also knew that she couldn't afford it. She was disgusted with the salesperson and walked out of the store.

1. How much did Lisa want to pay for a new refrigerator?
2. How did the \$800 refrigerator differ from the \$500 one?
3. How did Lisa feel about the salesperson?

D. It takes a very strong increase in electrical energy to start most appliances. Once they have been started, however, it takes a lot less energy to keep them running. An exception to this is a light bulb. There is no surge of power when a light bulb is turned on. If a bulb is turned on for a second, it uses only a second's worth of electricity.

1. What happens when most appliances are turned on?
2. Is there a surge of power when a light bulb is turned on?
3. Why are most appliances more costly to run than light bulbs?

103, Exercise 1, Page 65

OBJECTIVE: To recognize and print sight words

Introduce 6 to 8 words at a time. Use flashcards and/or chalkboard and items from the student's own environment. Discuss word meaning.

103, Exercise 2, Page 68

OBJECTIVE: To recognize and pronounce words with short vowels

Before students start the short vowel exercises, be sure that they know the consonant sounds. As a readiness activity, introduce them to families of word stems (-an, -et, etc.). First, demonstrate the activity in writing, adding various consonants to the stems (b+an is ban, c+an is can, d+an is Dan). Have students repeat each word after you have formed it. Then have students practice making words, using short-vowel stems.

103, Exercise 8, Page 91

OBJECTIVE: To associate words with pictures and symbols

Introduce these words on flashcards and/or chalkboard before having students associate them with pictures.

103, Exercise 10, Page 98

OBJECTIVE: To recall the sequence of events presented orally

Ask students to listen carefully to the things that happen in each story. Then read the story aloud and ask the questions.

EXAMPLE:

The people walked to the busy street corner. The light turned red. Finally, the light turned green. At last, the people crossed the street.

1. What happens first in the story?
2. What happens second?
3. What happens third?
4. What happens last?
5. Were the people waiting to cross before or after the light turned green?
6. Did the people cross the street before or after the light turned green?
7. What color was the light during the time that people were waiting?

- A. Ed misplaced his glasses. He looked in his coat pockets. Then he searched all through his house. Ed finally found them in the desk drawer.

1. What happens first in the story?
2. What happens second?
3. What happens third?
4. What happens last?
5. Where did Ed look before he searched his house?
6. What is the last thing Ed did?

- B. Dan was late for work last week. His boss took five dollars from his pay for the hour he was late. Dan became upset. He asked if he could work an extra hour to make up the money.

1. Was Dan upset before he got his paycheck?
2. Did Dan get his pay before he asked if he could work an extra hour?
3. Was Dan upset before he asked if he could work an extra hour?

- C. Carla made spaghetti for dinner, then she called her family to the table. They sat down to eat. They liked the meal so well that they asked for seconds.

1. What is the first thing that happens in the story?
2. When did the family sit down to eat?
3. What happened after the family had their first helping of spaghetti?

- D. Bob wanted to learn to type. He enrolled in a typing class. By the end of the class, he could type 45 words per minute. Finally, Bob bought a typewriter to use at home.

1. When was Bob able to type 45 words per minute?
2. Did Bob want to learn to type before or after he bought a typewriter?
3. Did Bob type 45 words per minute before or after he enrolled in class?

- E. Helen bought a vacuum cleaner that was guaranteed for a year. The vacuum cleaner was delivered to her home. When she plugged it in, it would not work properly. Helen returned the vacuum cleaner to the store.

1. What was the first thing that happened in the story?
2. What happened after Helen plugged in the vacuum cleaner?
3. Did Helen return the vacuum before or after she plugged it in?

103, Exercise 11, Page 99

OBJECTIVE: To classify words and information orally

Read the following lists of words to students. Have them think of a general heading for each group of words.

car		Monday	
truck		Wednesday	
bus	>Transportation	Saturday	>Days of the Week
motorcycle		Sunday	

Chicago		New Year's Day	
New York		Easter	
Dallas	>Cities	Christmas	>Holidays
Los Angeles		Thanksgiving	

Muhammad Ali		J.C. Penny	
George Foreman		K Mart	
Joe Frazier	>Boxers	Sears	>Dept. Stores
Ken Norton		Zayre	

secretary		State	
carpenter		Madison	
news reporter	>Occupations	Western	>Streets
bus driver		Adams	

Before presenting the written exercise, explain that all of the words in each group have something in common except one. (They are to draw a line across this word.) Also explain the categories that they are to look for (positions or directions, movements, family members, foods and methods of transportation). Review these new sight words: three, four, down, jump and little.

OBJECTIVE: To select the best title of a story presented orally

Read a paragraph, then read the alternate titles. If necessary, reread the paragraph and titles. Help students discuss reasons for choosing and not choosing titles.

- A. Butch O'Hare was an Irishman from Chicago's South Side. He was a pilot in the Navy. On February 20, 1942, O'Hare shot down five of nine enemy bombers. He was the first Navy person of World War II to win the Medal of Honor. Orchard Place Airport near Chicago was renamed to honor Butch O'Hare. It is now known as O'Hare International Airport.

The best title is: A Pilot's Name Becomes Famous

Navy Pilots

World War II Heroism

- B. Mike and Sara got home from work. They were both tired after a long day.

"Could you go for a pizza?" Mike asked.

"Pizza sounds good," said Sara, "but I don't feel like going after it."

"Who asked you to go after it?" asked Mike.

"You just told me to," said Sara. "I don't see why you can't go for it yourself."

Mike and Sara looked at each other. Sara looked angry.

Mike said, "What I meant was, are you hungry for pizza, that's all."

"Is that so?" asked Sara. "I'm really glad to hear that because I thought we were having a fight."

"You were having a fight," said Mike. "I was just trying to figure out what was going on."

"I can't have a fight all by myself," Sara said. "That's impossible. You were fighting, too. I think you're still fighting."

Mike said, "Okay, let's fight for a while and then we'll get a pizza."

The best title is: Coming Home from Work

The Misunderstanding

Going for Pizza

- C. Mr. Wilson and some neighbors formed a group to help reduce crime in their neighborhood. They wanted everyone to agree to carry a whistle. A person would blow the whistle if he were in danger. People who heard it would call the police. Committees were formed to wrap and sell the whistles. Many people bought a whistle. They felt safer because neighbors were looking out for each other. The project was a great success.

The best title is: Forming Committees

Neighbors Look Out for Each Other

Wrapping and Selling Whistles

104, Exercise 7, Page 113

OBJECTIVE: To identify the main idea of a story or paragraph presented orally

Tell students that you want them to listen carefully as you read each paragraph. After you have read a paragraph, read the choices for the main idea and have students choose the correct one.

- A. Many Americans shake hands when they meet for the first time. Philipinos, however, just hold hands for several moments. In Japan, people may not shake hands at all. It is customary for two people to bow slightly to each other from the waist.

The main idea is: What to say when you introduce two people

How people from the United States shake hands

People have different customs when being introduced

- B. If you found out that something in the dairy case at the store would prevent cavities, would you buy it? A team of dentists discovered that if you eat certain kinds of cheese, you can help prevent cavities from forming. The cheeses that work best are aged cheddar, Monterey Jack, and Swiss. They keep sugary and starchy foods from causing cavities. Sugar and starch raise the amount of acid on the teeth. The bacteria that cause cavities thrive in the high acid level. The three kinds of cheese keep the acid level down for several hours.

The main idea is: Cheese tastes good

Different kinds of cheese

Some cheeses help prevent cavities

- C. When you go out in very cold weather, you don't have to suffer. There are things that you can do to cope with it. A great deal of body heat is lost through the top of the head, so keep your head warmly covered. Wear mittens instead of gloves. They will help keep more heat in one area. Dress in layers of clothing. The layers trap air and act as insulation. Let your body shiver. Shivering is natural. It raises your body temperature and helps to maintain circulation.

The main idea is: Dressing for very cold weather

Keeping your head warmly covered

Why shivering keeps your body warm

- D. You will make a discovery if you try to sew leather clothing at home. It is not easy to sew it with a home sewing machine. Soft leather can slide around as it is being sewn. Also, you must buy special, strong needles to sew with. You must have different sized needles for different weights of leather. You cannot expect to sew heavy leather at all. It must be sewn with a heavy-duty machine.

The main idea is: Using different sized sewing needles

Sewing leather

Soft and heavy leather

PERSONAL INFORMATION

1. My name is _____.
2. My address is _____.
3. I live in the city of _____.
4. I live in the state of _____.
5. My zip code is _____.
6. My phone number is _____.
7. My birthdate is _____.
8. I work at _____.

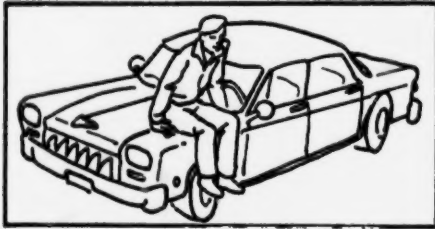
NOTE: SEE TEACHER'S SECTION, PAGE
VII, FOR SUGGESTIONS ON HOW
TO INTRODUCE THIS EXERCISE.

OBJECTIVE: TO DICTATE EXPERIENCE
STORIES

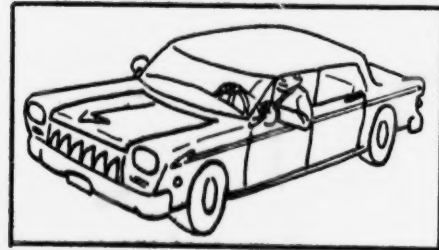
WHERE IS THE MAN?

DIRECTIONS: Look at each picture. Tell where the man is.

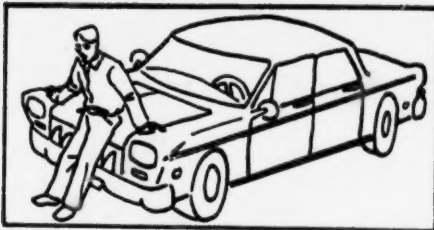
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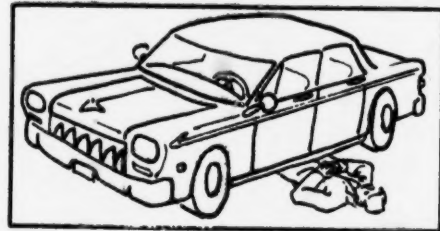
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3.



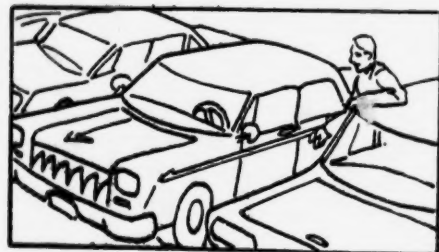
4.



5.



6.



NOTE: SEE TEACHER'S SECTION, PAGE VII, FOR QUESTIONS FOR THIS EXERCISE.

WHERE IS THE PICTURE?

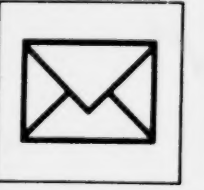
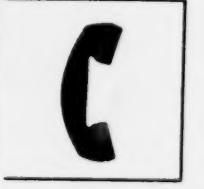


NOTE: SEE TEACHER'S SECTION, PAGE VIII FOR
QUESTIONS FOR THIS EXERCISE.

OBJECTIVE: TO UNDERSTAND
DIRECTIONAL WORDS

WHICH PICTURES ARE ALIKE?

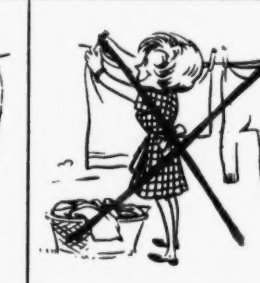
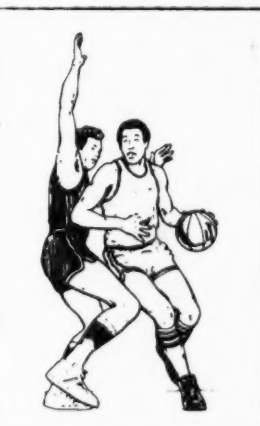
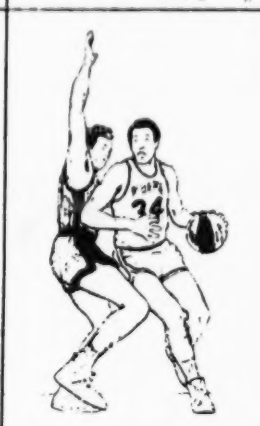
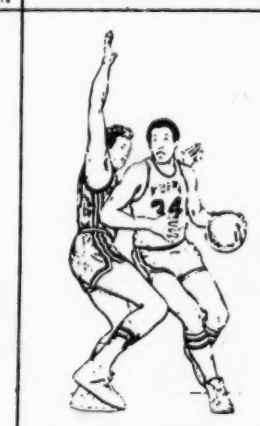
A. DIRECTIONS: Look at the pictures in each row. Put an X on the picture that is the same as the first one.

1.				
2.				
3.				
4.				
5.				

OBJECTIVE: TO RECOGNIZE
SIMILARITIES
AND DIFFERENCES

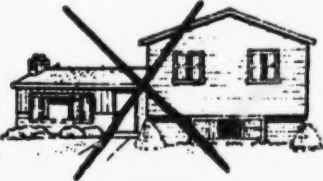
WHICH PICTURES ARE ALIKE?

B. DIRECTIONS: Look at the pictures in each row. Put an X on the ones that are the same.

1.				
2.				
3.				
4.				

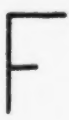
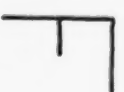
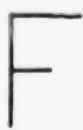
WHICH ONE IS DIFFERENT?

C. DIRECTIONS: Look at the pictures in each row. Put an X on the picture that is different.

1.			
2.			
3.			
4.			

WHICH ONES ARE THE SAME?

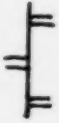
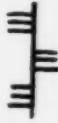
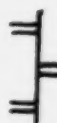
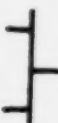
A. DIRECTIONS: Circle the figure that's the same as the first one.

1.	    
2.	    
3.	    
4.	    
5.	    

OBJECTIVE: TO RECOGNIZE
SIMILARITIES
AND DIFFERENCES

WHICH ONES ARE THE SAME?

B. DIRECTIONS: Circle the figure that's the same as the first one.

1.					
2.					
3.					
4.					
5.					

WHICH LETTERS ARE THE SAME?

A. DIRECTIONS: Circle the letters that are the same as the first letter.

1.	b	(b)	d	d	(b)	d
2.	d	b	d	b	b	d
3.	p	p	d	b	p	b
4.	d	p	b	d	d	p
5.	b	b	p	b	d	p
6.	p	d	p	p	b	b
7.	d	b	b	d	p	d
8.	b	p	d	b	b	p

9 OBJECTIVE: TO RECOGNIZE
SIMILARITIES
AND DIFFERENCES

WHICH LETTERS ARE THE SAME?

B. DIRECTIONS: Circle the pairs of letters that are the same as the first pair.

1.	bd	db	pb	bd	dp
2.	dp	bd	dp	db	pd
3.	pb	pd	bd	pb	db
4.	bp	bp	dp	db	pb
5.	db	pb	db	bd	dp
6.	bb	bd	bb	bd	bb
7.	pp	dp	dd	pp	pp
8.	dd	db	dd	dp	dd

THE ALPHABET

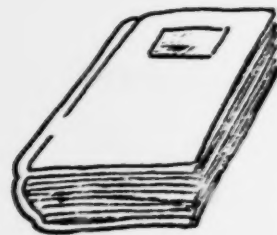
DIRECTIONS: Look at each letter. Print each letter five times.



Handwriting practice lines (solid top and bottom, dashed middle) for uppercase A.



Handwriting practice lines (solid top and bottom, dashed middle) for lowercase a.



Handwriting practice lines (solid top and bottom, dashed middle) for uppercase B.



Handwriting practice lines (solid top and bottom, dashed middle) for lowercase b.

NOTE: HAVE STUDENTS FOLLOW NUMBERED ARROWS TO TRACE MODELS BEFORE PRINTING EACH LETTER.

OBJECTIVE: TO RECOGNIZE AND PRINT UPPER AND LOWER CASE LETTERS

101, EXERCISE 7
CONTINUED

C c



C

Handwriting practice lines for uppercase 'C'.

c

Handwriting practice lines for lowercase 'c'.

D d



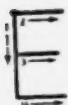
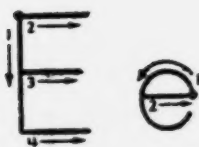
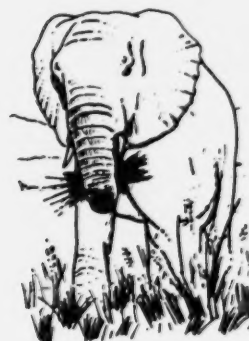
D

Handwriting practice lines for uppercase 'D'.

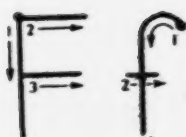
d

Handwriting practice lines for lowercase 'd'.

101, EXERCISE 7
CONTINUED



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set is aligned with the uppercase 'E' tracing guide, and the second set is aligned with the lowercase 'e' tracing guide.



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set is aligned with the uppercase 'F' tracing guide, and the second set is aligned with the lowercase 'f' tracing guide.



101, EXERCISE 7
CONTINUED

G g



G

g

Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set is aligned with the uppercase 'G' and the second set is aligned with the lowercase 'g'.

H h

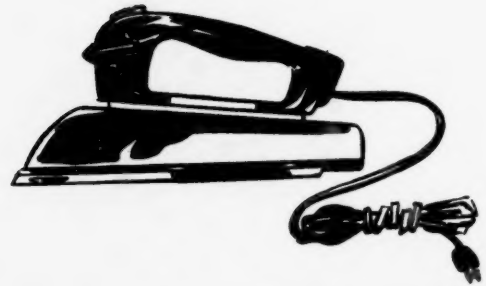


H

h

Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set is aligned with the uppercase 'H' and the second set is aligned with the lowercase 'h'.

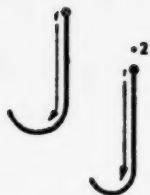
101, EXERCISE 7
CONTINUED



Handwriting practice lines for uppercase letter I.



Handwriting practice lines for lowercase letter i.



Handwriting practice lines for uppercase letter J.



Handwriting practice lines for lowercase letter j.

101, EXERCISE 7
CONTINUED



Handwriting practice lines for uppercase K.



Handwriting practice lines for lowercase k.



Handwriting practice lines for uppercase L.



Handwriting practice lines for lowercase l.

101, EXERCISE 7
CONTINUED



Handwriting practice lines for uppercase M.



Handwriting practice lines for lowercase m.

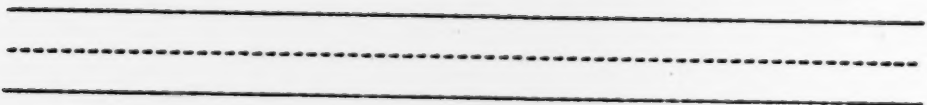
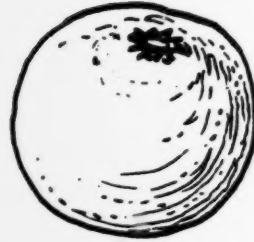


Handwriting practice lines for uppercase N.

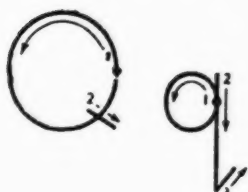


Handwriting practice lines for lowercase n.

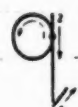
101, EXERCISE 7
CONTINUED



101, EXERCISE 7
CONTINUED



Handwriting practice lines for uppercase Q.



Handwriting practice lines for lowercase q.



Handwriting practice lines for uppercase R.



Handwriting practice lines for lowercase r.

S s

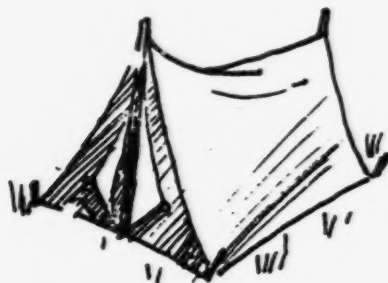


S

s

Handwriting practice lines consisting of two sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

T t

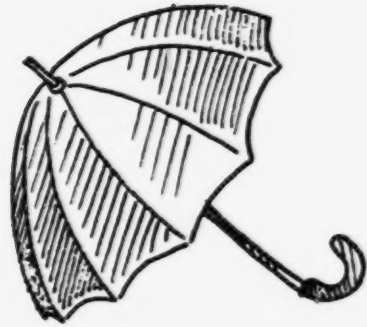


T

t

Handwriting practice lines consisting of two sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

U u



U

Handwriting practice lines for uppercase 'U'.

u

Handwriting practice lines for lowercase 'u'.

V v



V

Handwriting practice lines for uppercase 'V'.

v

Handwriting practice lines for lowercase 'v'.

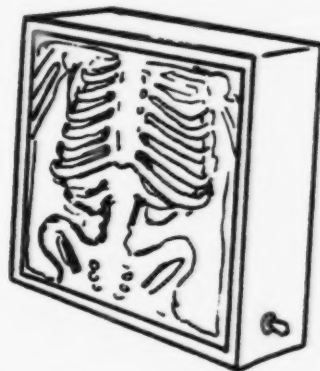
101, EXERCISE 7
CONTINUED



Handwriting practice lines for uppercase W, consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines for lowercase w, consisting of a solid top line, a dashed middle line, and a solid bottom line.

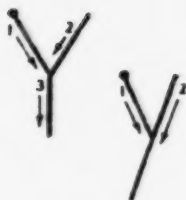


Handwriting practice lines for uppercase X, consisting of a solid top line, a dashed middle line, and a solid bottom line.

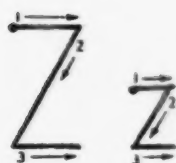


Handwriting practice lines for lowercase x, consisting of a solid top line, a dashed middle line, and a solid bottom line.

101, EXERCISE 7
CONTINUED









MATCHING SMALL AND CAPITAL LETTERS

DIRECTIONS: Circle the small letter in each row that matches the capital letter on the left.

1. A	o	e	Ⓐ	c
2. J	y	l	j	u
3. B	d	p	f	b
4. G	p	q	g	d
5. H	h	d	b	l
6. M	n	v	w	m
7. D	b	d	p	g
8. F	h	f	t	l
9. Q	q	g	d	p
10. R	k	f	v	r
11. S	z	s	c	x

OBJECTIVE: TO DISTINGUISH BETWEEN.
UPPER AND LOWER CASE
LETTERS

LETTER SEQUENCE

A. DIRECTIONS: Fill in the missing letters.

1. A B C D _ F G H _ J _ L M N _ P _

R _ T _ V W X _ Z

2. a b c d e _ _ h _ _ k _ m

_ o _ _ r _ t _ v _ _ z

3. A a B b _ _ _ _ _

_ _ _ _ _

_ _ _ _ _

_ _ _ _ _

_ _ _ _ _

_ _

OBJECTIVE: TO SEQUENCE LETTERS
OF THE ALPHABET

LETTER SEQUENCE

B. DIRECTIONS: Write the letter that comes before and after the letter that is given.

- | | |
|------------------------|-----------------|
| 1. <u>F</u> G <u>H</u> | 13. ____ N ____ |
| 2. ____ H ____ | 14. ____ E ____ |
| 3. ____ J ____ | 15. ____ L ____ |
| 4. ____ M ____ | 16. ____ U ____ |
| 5. ____ P ____ | 17. ____ R ____ |
| 6. ____ Q ____ | 18. ____ I ____ |
| 7. ____ W ____ | 19. ____ S ____ |
| 8. ____ X ____ | 20. ____ B ____ |
| 9. ____ C ____ | 21. ____ Y ____ |
| 10. ____ D ____ | 22. ____ O ____ |
| 11. ____ T ____ | 23. ____ K ____ |
| 12. ____ F ____ | 24. ____ V ____ |

LEFT TO RIGHT

DIRECTIONS: Copy the letters or figures in the same order.

1. A B A C A D

A B A C A D

2. F G F H F I

3. d d d b p b

4. v w v w v w

5. L A L A L A

6. X V Δ Y

7. □ □ ▢ ▭

8. ○) D C

9. △ ◁ ◇ ^

OBJECTIVE: TO DEMONSTRATE LEFT
TO RIGHT PROGRESSION

WHICH WORDS ARE THE SAME?

DIRECTIONS: Circle the words in each box that are the same as the word on the left.

1. saw

was	saw	was	saw
-----	-----	-----	-----

2. pan

nap	pan	pan	nap
-----	-----	-----	-----

3. rats

star	rats	star	rats
------	------	------	------

4. pot

pot	pot	top	top
-----	-----	-----	-----

5. ten

net	ten	net	ten
-----	-----	-----	-----

6. now

won	now	now	won
-----	-----	-----	-----

7. war

war	war	raw	raw
-----	-----	-----	-----

8. bad

dab	bad	dab	bad
-----	-----	-----	-----

9. no

on	no	on	no
----	----	----	----

10. mat

mat	tam	tam	mat
-----	-----	-----	-----

OBJECTIVE: TO UNDERSTAND LEFT TO
RIGHT PROGRESSION

NAMES AND ADDRESSES

DIRECTIONS: Print your name and address below. Follow the example.

EXAMPLE:

NAME	_____		
	Last		First
ADDRESS	_____		
	Number	Street	

	City	State	Zip Code

A. NAME _____

	Last		First
ADDRESS	_____		
	Number	Street	

	City	State	Zip Code

B. NAME _____

	Last		First
ADDRESS	_____		
	Number	Street	

	City	State	Zip Code

NOTE: WRITE STUDENT'S NAME AND ADDRESS FOR EXAMPLE. THIS CAN BE USED AS A MODEL.

OBJECTIVE: TO PRINT NAMES AND ADDRESSES

FOLLOWING DIRECTIONS

A. DIRECTIONS: (to be read by teacher)

C	M	L	O
H	G	I	B
A	D	J	N

1. Look at each letter in the box above.
2. Circle letter B.
3. Draw one line under letter M.
4. Change letter L to letter E.
5. Add letter Z after letter O.
6. Put an X on all the letters on the bottom row.

OBJECTIVE: TO FOLLOW SIMPLE ORAL DIRECTIONS

B. DIRECTIONS: (to be read by teacher)

1. Print your last name in the box below.
Start at the left.

2. Put a comma after your last name in the box above.
3. Now print your first name to the right of the comma.
4. Count the number of letters in your last name.
5. Write the number of letters in your last name in the smallest circle below.



6. Write the number part of your address and the name of your street on the first line in the box below.

7. Write the name of your city and state on the second line in the box. Put a comma between the city and state.
8. Write your zip code after the name of your state.

SIGHT WORDS

A. DIRECTIONS: Say the word under the picture.

				
man	box	bus	car	eggs

B. DIRECTIONS: Draw a line from the word to the picture.

car	
bus	
box	
eggs	
man	

A line is drawn from the word "car" to the car illustration.

SIGHT WORDS AND SENTENCES

C. DIRECTIONS: Listen to the word. Say the word. Print the word.

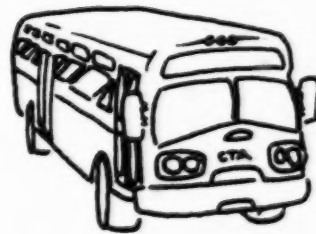
- | | |
|---------------|--------------|
| 1. man _____ | 4. box _____ |
| 2. eggs _____ | 5. car _____ |
| 3. bus _____ | |

D. DIRECTIONS: Listen to the word. Say the word. Print the word.

- | | | |
|--------------|------------|--------------|
| 1. the _____ | 3. I _____ | 5. eat _____ |
| 2. is _____ | 4. a _____ | 6. in _____ |

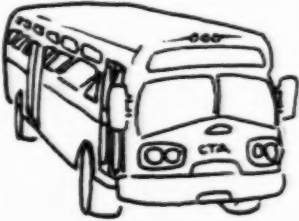
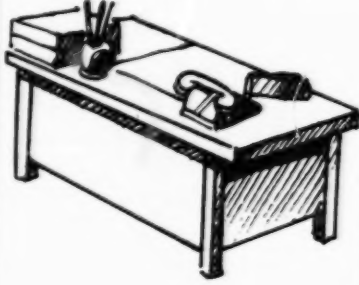
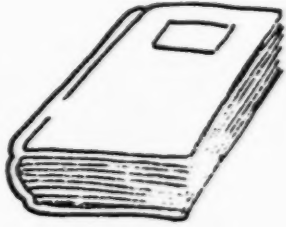
E. DIRECTIONS: Read these sentences.

1. A man is in the CTA bus.
2. The man is in the car.
3. The egg is in the box.
4. The box is in the car.
5. I eat eggs in the bus.



BEGINNING CONSONANT: b

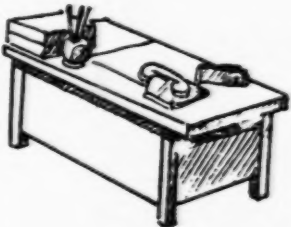
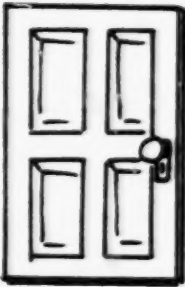
A. DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of b.

1.  <u>b</u>ed	2.  <u> </u>ishes	3.  <u> </u>us
4.  <u> </u>ike	5.  <u> </u>ox	6.  <u> </u>esk
7.  <u> </u>ar	8.  <u> </u>ag	9.  <u> </u>ook

OBJECTIVE: TO RECOGNIZE AND
PRONOUNCE WORDS WITH
INITIAL CONSONANTS

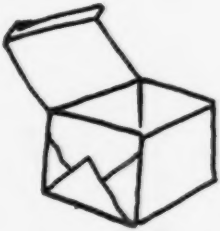
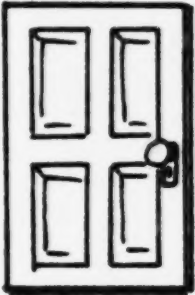
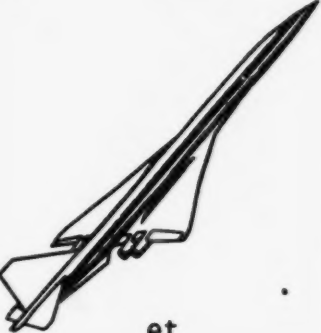
BEGINNING CONSONANT: d

B. DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of d.

1.  <u>d</u>esk	2.  __og	3.  __acket
4.  __ishes	5.  __oor	6.  __octor
7.  __ag	8.  __ime	9.  __ed

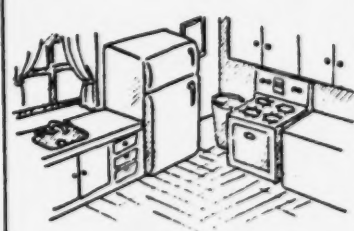
BEGINNING CONSONANT: j

C. DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of j.

1.  __jar	2.  __ox	3.  __ug
4.  __oor	5.  __acket	6.  __ey
7.  __et	8.  __eep	9.  __octor

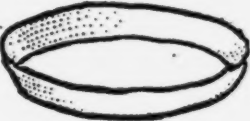
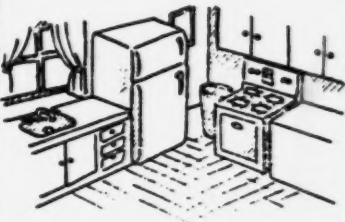
BEGINNING CONSONANT: k

D. DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of k.

1.  <u>k</u>ey	2.  __ie	3.  __ug
4.  __en	5.  __ick	6.  __ing
7.  __eep	8.  __itchen	9.  __ar

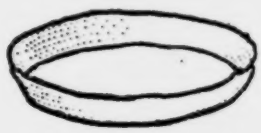
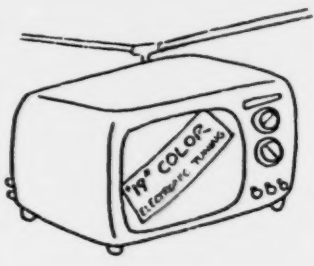
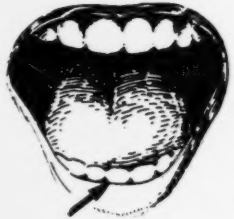
BEGINNING CONSONANT: p

E. DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of p.

1.  pen	2.  ot	3.  ey
4.  an	5.  able	6.  ie
7.  itchen	8.  oliceman	9.  illow

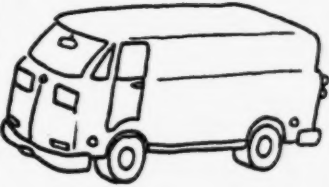
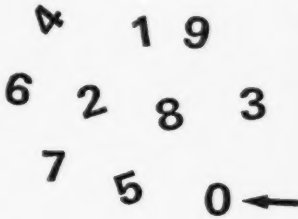
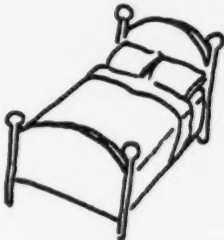
BEGINNING CONSONANT: t

F. DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of t.

1.  <u>t</u>ub	2.  _an	3.  _ire
4.  _elephone	5.  _ot	6.  _est
7.  _able	8.  _elevision	9.  _eeth

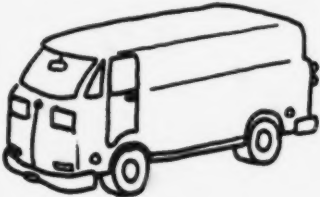
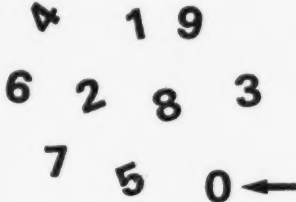
BEGINNING CONSONANT: v

G. DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of v.

1.  <u>V</u>an	2.  <u>_</u>est	3.  <u>_</u>ipper
4.  <u>_</u>ase	5.  <u>_</u>ero	6.  <u>_</u>acuum
7.  <u>_</u>alentine	8.  <u>_</u>ire	9.  <u>_</u>ed

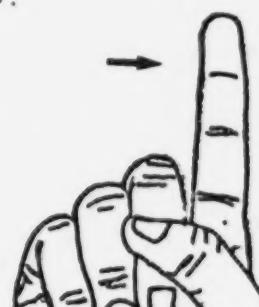
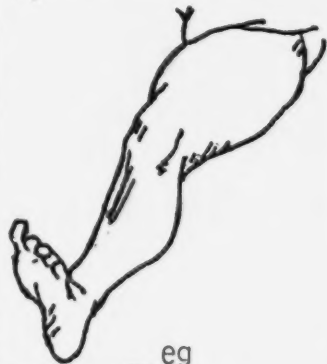
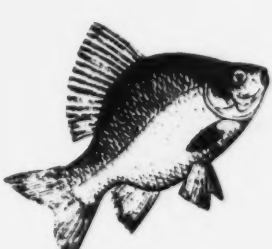
BEGINNING CONSONANT: Z

H. DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of Z.

1.  __ zipper	2.  __ ase	3.  __ acuum
4.  __ an	5.  __ ebra	6.  __ amp
7.  __ est	8.  __ ero	9.  __ oo

BEGINNING CONSONANT: f

I-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of f.

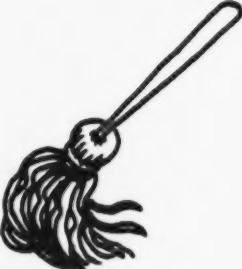
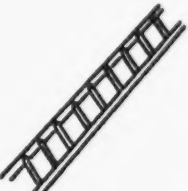
1.  <u>f</u>an	2.  <u> </u>amp	3.  <u> </u>inger
4.  <u> </u>eg	5.  <u> </u>ish	6.  <u> </u>our

I-2 DIRECTIONS: Listen to the questions. Look at the pictures to answer the questions.

1. Which word is a part of the hand? Write the word. _____.
2. Which word will cool you off? Write the word. _____.
3. Which word is a number? Write the word. _____.
4. Which word is a food? Write the word. _____.

BEGINNING CONSONANT: l

J-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of l.

1.  __leg	2.  __ock	3.  __amp
4.  __ap	5.  __op	6.  __adder

J-2 DIRECTIONS: Listen to the questions. Look at the pictures to answer the questions.

1. Which word is a part of the body? Write the word. _____.
2. Which word gives light? Write the word. _____.
3. Which word is used with a key? Write the word. _____.
4. Which word can you climb? Write the word. _____.

BEGINNING CONSONANT: m

K-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of m.

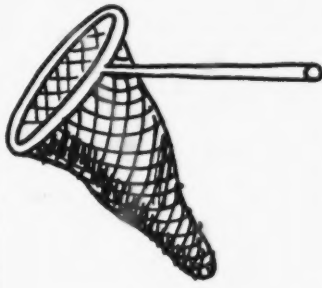
1.  <u>m</u>op	2.  __uts	3.  __eck
4.  __an	5.  __ap	6.  __oney

K-2 DIRECTIONS: Listen to the questions. Look at the pictures to answer the questions.

1. Which word means the opposite of woman? Write the word. _____.
2. Which word can you spend? Write the word. _____.
3. Which word is used for directions? Write the word. _____.
4. Which word is used to clean a floor? Write the word. _____.

BEGINNING CONSONANT: n

L-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of n.

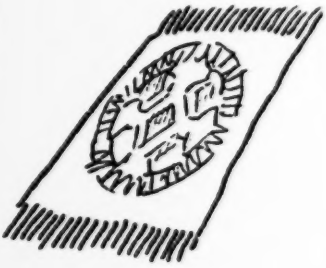
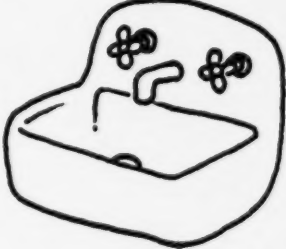
1.  <u>n</u>uts	2.  <u> </u>ing	3.  <u> </u>eck
4.  <u> </u>et	5.  <u> </u>at	6.  <u> </u>urse

L-2 DIRECTIONS: Listen to the questions. Look at the pictures to answer the questions.

1. Which word is a part of the body? Write the word. _____.
2. Which word can you eat? Write the word. _____.
3. Which word can you catch fish with? Write the word. _____.
4. Which word cares for sick people? Write the word. _____.

BEGINNING CONSONANT: r

M-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of r.

1.  <u>r</u>at	2.  <u> </u>ix	3.  <u> </u>ug
4.  <u> </u>ink	5.  <u> </u>adio	6.  <u> </u>ing

M-2 DIRECTIONS: Listen to the questions. Look at the pictures to answer the questions.

1. Which word can you trap? Write the word. _____.
2. Which word can you listen to? Write the word. _____.
3. Which word covers a floor? Write the word. _____.
4. Which word can you wear on your finger? Write the word. _____.

BEGINNING CONSONANT: S

N-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of s.

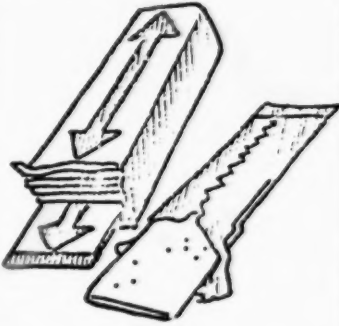
1.  <u>S</u>ix	2.  __ink	3.  __ap
4.  __ocks	5.  __un	6.  __omb

N-2 DIRECTIONS: Listen to the questions. Look at the pictures to answer the questions.

1. Which word can you fill with water? Write the word. _____.
2. Which word is a number? Write the word. _____.
3. Which word is worn over the feet? Write the word. _____.
4. Which word helps plants grow? Write the word. _____.

BEGINNING CONSONANT: c

0-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of c.

1.  <u>c</u>ar	2.  <u>o</u>ffee	3.  <u>a</u>lendar
4.  <u>c</u>ass	5.  <u>c</u>ap	6.  <u>c</u>um

0-2 DIRECTIONS: Listen to the sentences. Complete each sentence with a word that begins with the sound of c.

1. Every morning I drink _____.
2. I wear a _____ on my head.
3. A _____ gives you the date.
4. I can drive a _____.

BEGINNING CONSONANT: g

P-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of g.

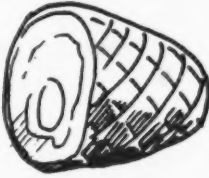
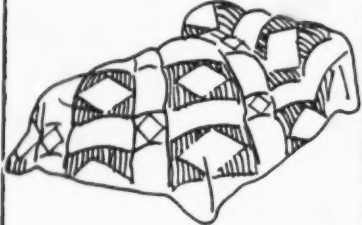
1.  gas	2.  __um	3.  __at
4.  __arage	5.  __olf	6.  __ouse

P-2 DIRECTIONS: Listen to the sentences. Complete each sentence with a word that begins with the sound of g.

1. The car is in the _____.
2. Can you pump _____?
3. Do you chew _____?
4. Do you play _____?

BEGINNING CONSONANT: h

Q-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of h.

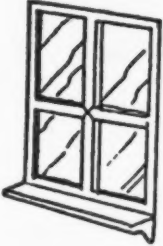
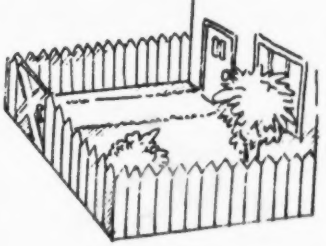
1.  <u>h</u>at	2.  <u>ue</u>een	3.  <u>am</u>
4.  <u>and</u>	5.  <u>uilt</u>	6.  <u>ouse</u>

Q-2 DIRECTIONS: Listen to the sentences. Complete each sentence with a word that begins with the sound of h.

- Will you shake my _____?
- I will bake a _____.
- We bought a new _____.
- Cover your head with this _____.

BEGINNING CONSONANT: W

R-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of w.

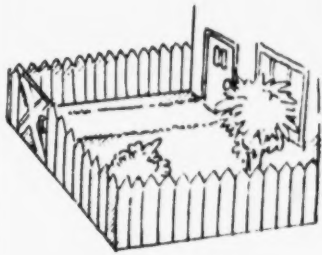
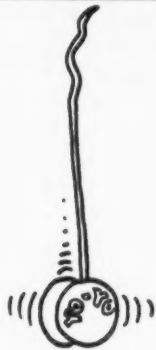
1.  <u>w</u>ig	2.  <u> </u>indow	3.  <u> </u>arn
4.  <u> </u>ard	5.  <u> </u>atch	6.  <u> </u>asher

R-2 DIRECTIONS: Listen to the sentences. Complete each sentence with a word that begins with the sound of w.

- Ann wore a _____ on her head.
- The boys broke the _____.
- Put the dirty clothes in the _____.
- To find out the time, look at your _____.

BEGINNING CONSONANT: y

S-1 DIRECTIONS: Say the name of each picture. Complete the words that begin with the sound of y.

1.  yolk	2.  __arn	3.  __ard
4.  __ig	5.  __indow	6.  __oyo

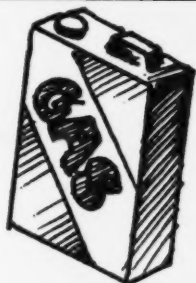
S-2 DIRECTIONS: Listen to the sentences. Complete each sentence with a word that begins with the sound of y.

1. The center part of an egg is the _____.
2. I need _____ to knit your sweater.
3. The twins are playing in the _____.
4. We will buy our son a _____ for his birthday.

FINAL CONSONANTS

- A. DIRECTIONS: Say the name of each picture. Put an X on the picture that ends with the same sound as the picture on the left.

1.



gas



a.

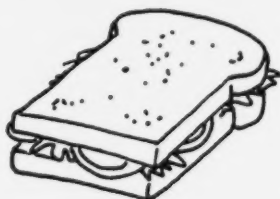


b.

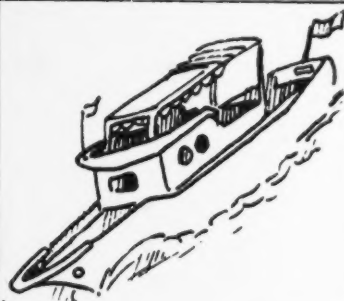
2.



suit



a.



b.

3.



cup



a.

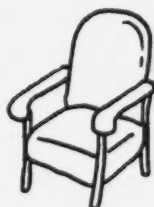


b.

4.



pear



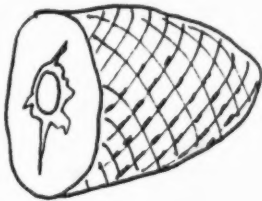
a.



b.

B. **DIRECTIONS:** Say the name of each picture. Put an X on the picture that ends with the same sound as the picture on the left.

1.



ham

2.



cuff

3.



tux

4.

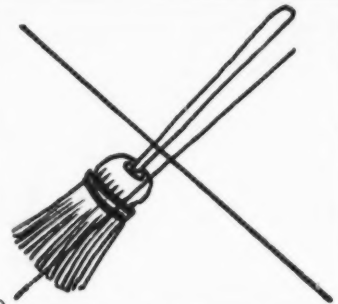


bed

a.



b.



a.



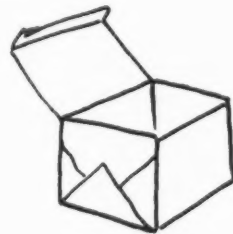
b.



a.



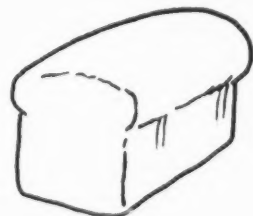
b.



a.



b.



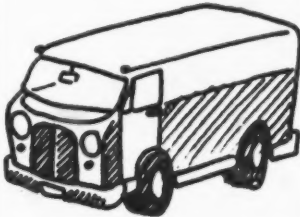
- C. **DIRECTIONS:** Say the name of each picture. Put an X on the picture that ends with the same sound as the picture on the left.

1.



shell

2.



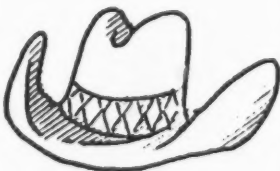
van

3.



wig

4.

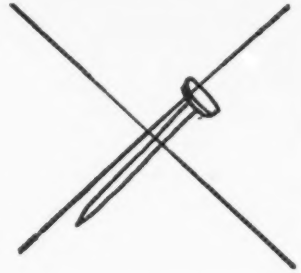


hat

a.



b.



a.



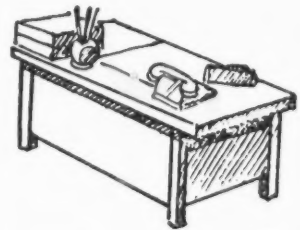
b.



a.



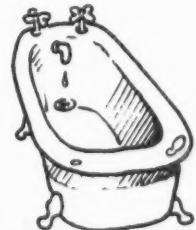
b.



a.

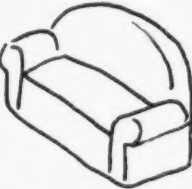
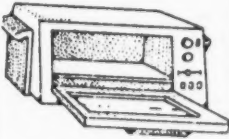
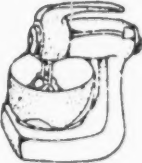


b.



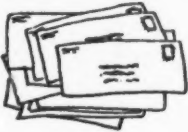
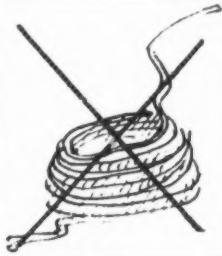
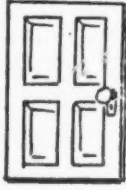
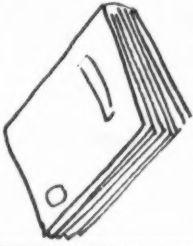
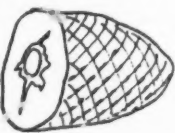
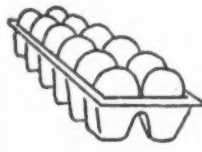
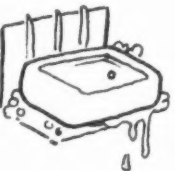
CLASSIFYING PICTURES

A. DIRECTIONS: Put an X over the picture that does not belong in each group.

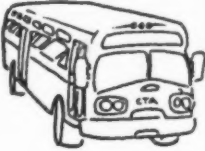
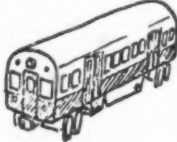
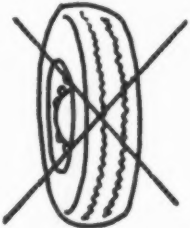
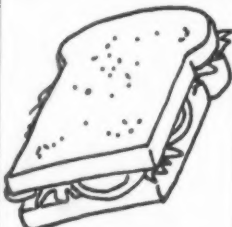
1.				
2.				
3.				
4.				

OBJECTIVE: TO CLASSIFY
PICTURES

B. DIRECTIONS: Put an X over the picture that does not belong in each group.

1.				
2.				
3.				
4.				

C. DIRECTIONS: Put an X over the picture that does not belong in each group.

1.				
2.				
3.				
4.				

BEST TITLE

A. DIRECTIONS: Look at each picture. Listen for the best title.

1.



- a. The Card Game
- b. Wrong Move
- c. Monday at Three

2.



- a. Washing Dishes
- b. Out of Food
- c. The Apron

3.



- a. Now is the Time
- b. Right This Way
- c. Waiting to Vote

B. DIRECTIONS: Look at each picture. Listen for the best title.

1.



- a. Heavy Traffic
- b. Right Turn
- c. Car Showroom

2.



- a. In the Ring
- b. New Styles in Clothing
- c. And the Winner is . . .

3.



- a. Waiting to Go Out
- b. Mealtime
- c. Dog Food Sale

DIRECTIONS: Look carefully at the details in each picture. Listen to the questions about each one.

A.



1. Where are these people?
2. Name three things that are happening.
3. What is being celebrated at one table?
4. What time of the year do you think it is? Why?
5. How many waitresses are there?
6. How many people are waiting to be seated?

**OBJECTIVE: TO IDENTIFY DETAILS
IN PICTURES**

B.



1. Where are these people?
2. How many people are shown?
3. Name three things that people are doing.
4. What food departments do you recognize?
5. How many people are at the check-out counter?
6. Name three kinds of fruit being sold.

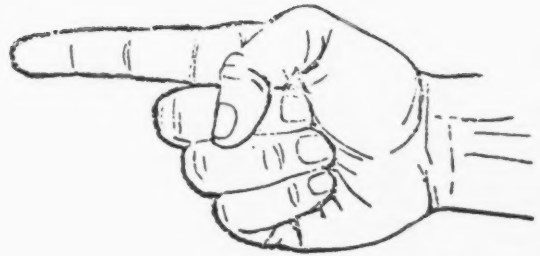
C.



1. What is happening in this picture?
2. Why is the couple kissing in the doorway?
3. Is this party being held in the afternoon or at night?
4. What time of the year do you think it is? Why?
5. Is the music playing fast or slow?

DIRECTIONS: Listen to the paragraphs. Answer the questions.

SEE TEACHER'S SECTION, PAGE IX,
FOR PARAGRAPHS AND QUESTIONS.



OBJECTIVE: TO RECALL DETAILS
FROM A PARAGRAPH
PRESENTED ORALLY

SIGHT WORDS

A. DIRECTIONS: Look at the picture. Say the words.



B. DIRECTIONS: Print the words above.

1. _____ 3. _____
2. _____ 4. _____

C. DIRECTIONS: Draw a line from the word to the picture.



boy
father
mother
girl

NOTE: SEE TEACHER'S SECTION,
PAGE X, FOR SUGGESTIONS
ON HOW TO INTRODUCE THIS
EXERCISE.

OBJECTIVE: TO RECOGNIZE AND
PRINT SIGHT WORDS

SIGHT WORDS AND SENTENCES

D. DIRECTIONS: Listen to the words in the box.

and	to	they	take
work	small	family	there

E. DIRECTIONS: Repeat the words in the box. Spell the words.
Print the words.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

F. DIRECTIONS: Listen to the sentences. Read the sentences.

1. The family is small.
2. There is a boy and a girl.
3. The mother and father work.
4. They take the CTA bus to work.

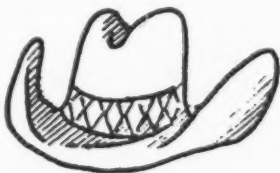
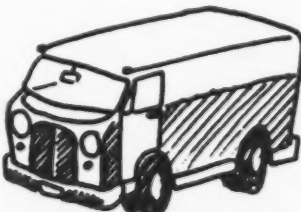
READING SENTENCES

6. **DIRECTIONS:** Listen to the sentences. Read the sentences.

1. The bus is small.
2. I take the CTA bus to work.
3. Take the box to the busboy.
4. Eat the eggs in the small box.
5. Take the family car to work.
6. A man is in the boxcar.
7. A small family is in the car.
8. I take the family there to eat.
9. The family eats there.
10. The boxcar is small.

SHORT VOWEL: a

A. DIRECTIONS: Circle the word that matches the picture.

1. 	(cab) gab tab nab 2.  gag tag rag bag
3. 	fad bad dad mad 4.  hat bat sat rat
5. 	pan ran fan van 6.  nap lap tap map

NOTE: SEE TEACHER'S SECTION, PAGE X, FOR SUGGESTIONS ON HOW TO INTRODUCE THIS AND OTHER SHORT VOWEL EXERCISES.

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH SHORT VOWELS

READING WORDS AND SENTENCES

B. DIRECTIONS: Read these words.

went	his	see	Dan	dad	tag
was	on	put	van	mad	bag

C. DIRECTIONS: Read these sentences.

1. Dan went to see his dad in Chicago.
2. Dan went to the bus in a van.
3. A man put a tag on his small bag.
4. The small bag went to L.A.
5. Dan was mad.



MAKING SENTENCES

D. DIRECTIONS: Read these words.

he	back	bat	lap
ball	gave	pat	tap
		sat	map

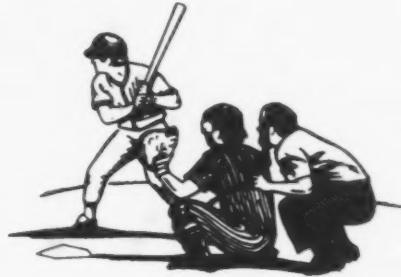
E. DIRECTIONS: Fill in the blank. Pick one of the words below the blank.

1. The man went to bat.
bat
sat

2. He gave the ball a _____.
map
tap

3. He ran a _____.
map
lap

4. Dan gave the man a _____ on the back.
pat
sat



MAKING WORDS

F. DIRECTIONS: Make as many words as you can. Use the letters from the box.

b	f	m	p	r	t
---	---	---	---	---	---

b ad

__ ag

__ an

__ at

f ad

__ ag

__ an

__ at

m ad

__ ag

__ an

__ at

p ad

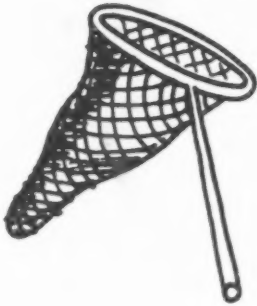
__ ag

__ an

__ at

SHORT VOWEL: e

A. DIRECTIONS: Circle the word that matches the picture.

1.  led ☒ bed wed red	2.  wet get jet net
3.  keg leg egg beg	4.  pen den ten men
5.  den pen men hen	6.  leg beg egg peg

OBJECTIVE: TO RECOGNIZE AND
PRONOUNCE WORDS WITH
SHORT VOWELS

READING WORDS AND SENTENCES

B. DIRECTIONS: Read these words.

cut	go	fell	Ed	leg	ten
now	at	home	bed	keg	den
			Ned		

C. DIRECTIONS: Read these sentences.

1. Ed and Ned take the bus to work.
2. They go to work at ten.
3. Ned fell at the back of the bus.
4. He fell on a man's small keg and cut his leg.
5. Ned is now at home in bed in the den.
6. Ed is at work.

MAKING SENTENCES

D. DIRECTIONS: Read these words.

did	Ed	Ben
yes	led	den
will	red	pen
you	Ted	ten
	wed	Jen

E. DIRECTIONS: Fill in the blank. Pick one of the words below the blank.

1. Did you see Ed and Jen?
Ed
wed

2. They went to _____.
wed
led

3. They will wed at _____.
ten
aen



4. They will wed in Jen's family _____.
den
pen

5. Will _____ and Ben go to see Ed and Jen wed?
wed
Ted

6. Yes. They will go in the _____ van.
red
led

MAKING WORDS

F. DIRECTIONS: Make as many words as you can. Use the letters from the box.

b	j	l	p	t	w
---	---	---	---	---	---

bed

__eg

__en

__et

led

__eg

__en

__et

Ted

__eg

__en

__et

wed

__eg

__en

__et

SHORT VOWEL: i

A. DIRECTIONS: Circle the word that matches the picture.

1. 	flb rlb blb llb 2.  lld bld dld kld
3. 	blg wlg rlg flg 4.  sin win kin pin
5. 	llp zlp rlp slp 6.  nlp dlp hip tip

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OBJECTIVE: TO RECOGNIZE
AND PRONOUNCE
WORDS WITH
SHORT VOWELS

READING WORDS AND SENTENCES

B. DIRECTIONS: Read these words.

sell	bib	Sid	big	hip
buy	rib	lid	wig	tip
when				
ends				

C. DIRECTIONS: Read these sentences.

1. Sid works at Ribs Den.
2. They sell rib tips and small ends.
3. When you buy ribs, you get a bib.
4. Sid gets big tips.
5. He takes the tips home to his kid, Ken.

MAKING SENTENCES

D. DIRECTIONS: Read these words.

find	drives	big	bid
not	likes	fig	did
out	of	rig	kid

E. DIRECTIONS: Fill in the blank. Pick one of the words below the blank.

1. Ken drives a big rig.

fig
rig

2. His _____ likes the rig.

kid
bid

3. Ken _____ out of work.

his
is

4. He has to sell the _____ rig.

big
fig

5. A man with a small van will _____ on it.

bid
kid

6. Ken cannot find the _____.

big
rig

7. _____ his kid take it?

bid
did



MAKING WORDS

F. DIRECTIONS: Make as many words as you can. Use the letters from the box.

b	d	l	r	t
---	---	---	---	---

b ib

__ id

__ in

__ ip

l ib

__ id

__ in

__ ip

r ib

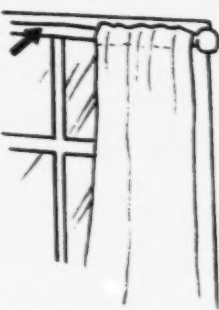
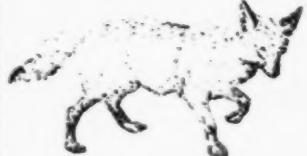
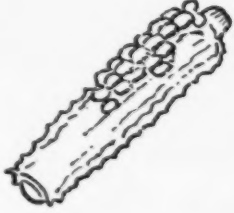
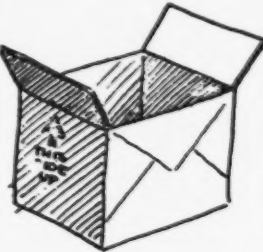
__ id

__ in

__ ip

SHORT VOWEL: o

A. DIRECTIONS: Circle the word that matches the picture.

 1.	(pot) dot lot jot  2. God rod nod cod	 3. hot got rot cot
 4. fox ox lox sox	 5. mob rob cob job	 6. lox box Sox ox

B. DIRECTIONS: Look at the pictures and words above. Listen and follow these directions.

1. Write the word you can cook in.
2. Write the word you can hang curtains on.
3. Write the word you can sleep on.
4. Write the word that corn is on.
5. Write the word you keep a hat in.
6. Write the word that is an animal.

pot

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE WORDS WITH SHORT VOWELS

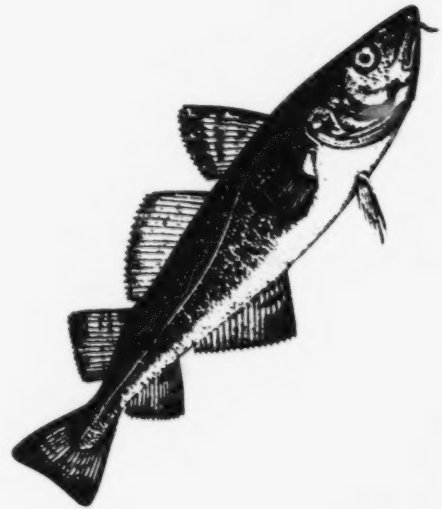
READING WORDS AND SENTENCES

C. DIRECTIONS: Read these words.

job	hot	box
mob	pot	fox

D. DIRECTIONS: Read these sentences.

1. Put the hot dogs in the pot.
2. A mob of kids met the bus.
3. Did you find a job?
4. Will you buy a box of fish?
5. Bob went to his job on the CTA bus.
6. Nan has on a red fox hat.



MAKING WORDS

E. DIRECTIONS: Make as many words as you can. Use the letters from the box.

b	c	j	m	p	r
---	---	---	---	---	---

C ob

___od

___ot

___ox

m ob

___od

___ot

___ox

r ob

___od

___ot

___ox

103, EXERCISE 6

SHORT VOWEL: u

A. DIRECTIONS: Circle the word that matches the picture.

1.  rug hug mug bug	2.  bug jug rug tug
3.  nut but cut gut	4.  bun fun nun sun
5.  tub cub hub pub	6.  run bun fun gun

OBJECTIVE: TO RECOGNIZE AND PRONOUNCE
WORDS WITH SHORT VOWELS

MAKING SENTENCES

B. DIRECTIONS: Read these words.

cub	bud	bug	bun	cut
pub	cud	dug	fun	nut
tub	mud	hug	gun	rut
	rum	jug	run	
		rug	sun	

C. DIRECTIONS: Read the words on the left. Pick a word to fill in the blank.

run
gun
fun

1. The robber has a gun.

bug
dug
hug

2. The _____ is in the rug.

tub
pub
cub

3. The _____ is wet.

mud
cud
bud

4. His car is in the _____.

rut
cut
nut

5. Did you _____ the bun?

bun
sun
fun

6. Do you like to run in the _____?

jug
hug
rug

7. The rum is in the big _____.



MAKING WORDS

D. DIRECTIONS: Make as many words as you can. Use the letters from the box.

b	c	g	p	r	s
---	---	---	---	---	---

cub

__ug

__un

__ut

pub

__ug

__un

__ut

rub

__ug

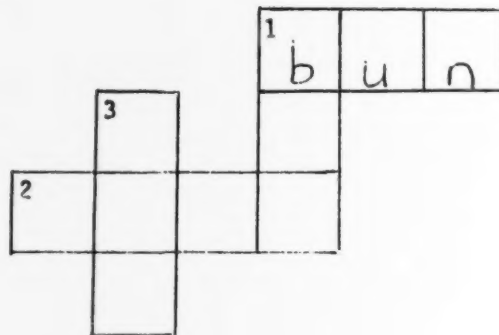
__un

__ut

CROSSWORD PUZZLE

- E. DIRECTIONS:** Use the words in the box to complete the sentences.
Fill in the puzzle.

bun	cup
nuts	bus



Across

- The hot dog is in the bun.
- I like to eat _____.

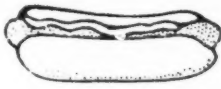
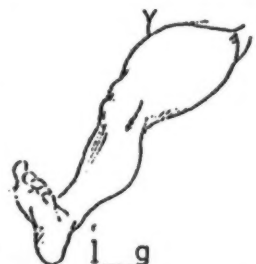
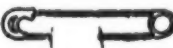
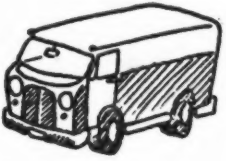
Down

- The _____ stops here.
- Do you want a _____ of tea?

NOTE: STUDENTS MAY NEED HELP WITH
THESE SIGHT WORDS: HERE, WANT,
AND TEA.

SHORT VOWELS: REVIEW

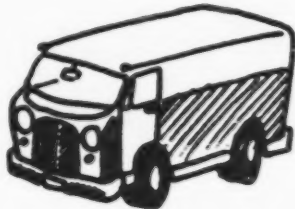
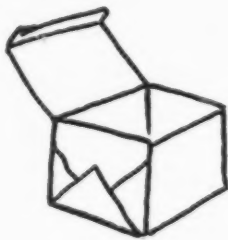
A-1. DIRECTIONS: Complete the words under the pictures.

1.				
	h <u>o</u> t d <u>o</u> g	t <u>o</u> g	r <u>u</u> b	s <u>e</u> ven
2.				
	w <u>i</u> g	p <u>e</u> n	j <u>o</u> gger	g <u>u</u> n
3.				
	m <u>a</u> p	p <u>e</u> nny	p <u>o</u> t	c <u>u</u> p
4.				
	i <u>g</u> loo	p <u>i</u> n	c <u>a</u> b	v <u>a</u> n

A-2. DIRECTIONS: Listen to the sentences. Use the completed words from page 87 to fill in the blanks.

1. You can eat this. hot dog
2. This is another name for a runner. _____
3. This is the same as a taxi. _____
4. This number comes after six. _____
5. This will help you find places. _____
6. You can cook in this. _____
7. You can write with this. _____
8. You wear this on your head. _____
9. You can drink coffee from this. _____
10. This is a lower part of the body. _____
11. The cost of an item is written on this. _____

B. DIRECTIONS: Write the word for each picture.

 1. <u>tag</u>	 2. _____	 3. _____
 4. _____	 5. _____	 6. _____
 7. _____	 8. _____	 9. _____

C. DIRECTIONS: Pick a word from the box to fill in the blank.

1. We met at the CTA bus stop.
2. I like ham and _____ for breakfast.
3. Ted will buy a red Chevy _____.
4. The TV is in the _____.
5. My _____ gave me a big hug.
6. The woman got the _____ from the robber.

den
kids
bus
eggs
gun
van

-
1. The jogger _____ a lap.
 2. Pam _____ the tag from the dress.
 3. Jan got a tan from the _____ sun.
 4. Ten _____ will eat fish.
 5. Help me find a _____.
 6. Ben likes to eat _____.
 7. Pat went to the ball with _____.

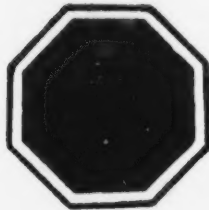
Sam
ribs
job
ran
cut
men
hot

NOTE: STUDENTS MAY NEED HELP WITH THESE SIGHT
WORDS: MY, ME, WOMAN, FROM, BREAKFAST,
CHEVY, DRESS, AND HELP.

SIGNS

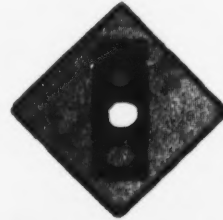
A. DIRECTIONS: Look at the signs. The words below the signs tell what they mean.

1.



STOP

2.



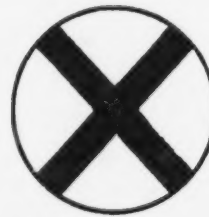
SIGNAL AHEAD

3.



NO LEFT TURN

4.



RAILROAD CROSSING

5.



NO TRUCKS

NOTE: SEE TEACHER'S SECTION,
PAGE XI, FOR SUGGESTIONS
ON HOW TO INTRODUCE THIS
EXERCISE.

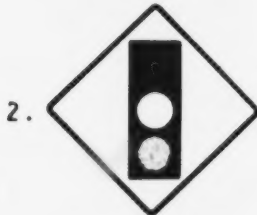
91

OBJECTIVE: TO ASSOCIATE WORDS
WITH PICTURES AND
SYMBOLS

B. DIRECTIONS: Read the words. Then draw lines from the signs to the words that tell what they mean.



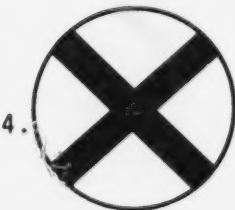
NO LEFT TURN



STOP



SIGNAL AHEAD



NO TRUCKS



RAILROAD CROSSING

PICTURE SEQUENCE

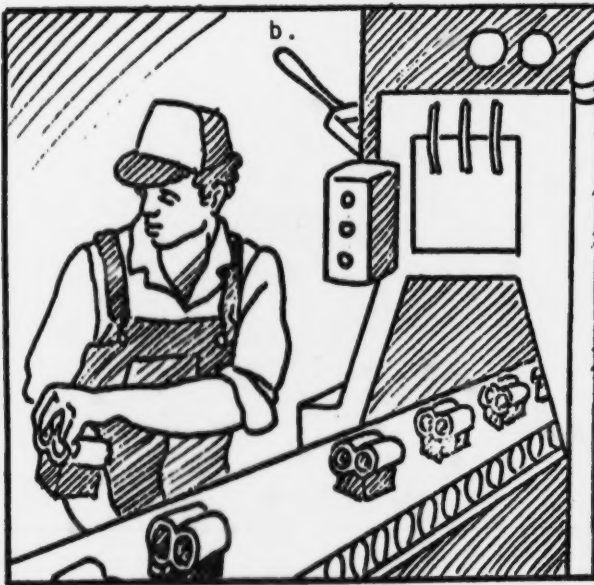
A. DIRECTIONS: Number the pictures to show the correct order.



B. DIRECTIONS: Number the pictures to show the correct order.



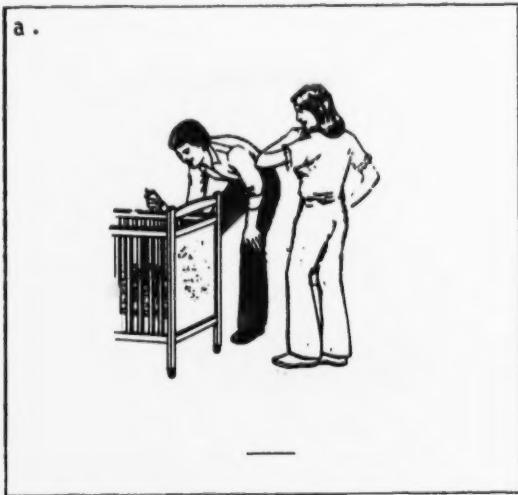
C. DIRECTIONS: Number the pictures to show the correct order.



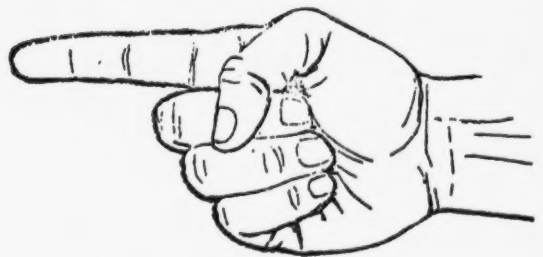
D. DIRECTIONS: Number the pictures to show the correct order.



E. DIRECTIONS: Number the pictures to show the correct order.



SEE TEACHER'S SECTION, PAGE XI, FOR
ORAL EXERCISE.



OBJECTIVE: TO RECALL THE
SEQUENCE OF EVENTS
PRESENTED ORALLY

WORD GROUPS

DIRECTIONS: Draw a line across the word that does not belong in each group.

- | | | | |
|----------------|-----------|-----------|--------|
| 1. ham | 2. three | 3. down | 4. not |
| eggs | here | up | run |
| fish | two | the | jump |
| ~~hat~~ | four | into | jog |
| | | | |
| 5. I | 6. little | 7. mother | 8. van |
| you | van | father | boy |
| he | small | kids | bus |
| pen | big | ball | car |
-

NOTE: SEE TEACHER'S SECTION,
PAGE Xiii, FOR ORAL
EXERCISE.

OBJECTIVE: TO CLASSIFY GROUPS OF
WORDS

SIGHT WORDS

A. DIRECTIONS: Read the word under the picture.

				
window	milk	school	cake	tree

B. DIRECTIONS: Draw a line from the word to the picture.

milk

window

school

cake

tree

OBJECTIVE: TO RECOGNIZE AND PRINT
SIGHT WORDS

MAKING SENTENCES

C. DIRECTIONS: Read these words.

under	drink	school	open
window	tree	milk	cake

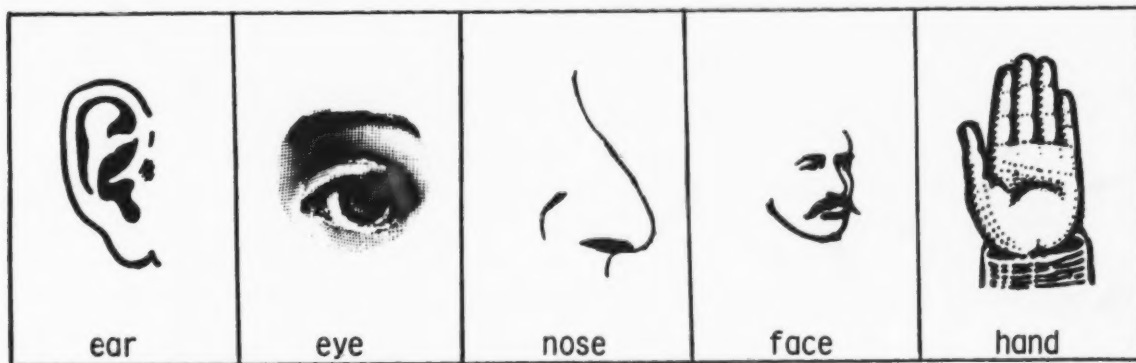
D. DIRECTIONS: Fill in the blank with one of these words.

 window milk cake tree school

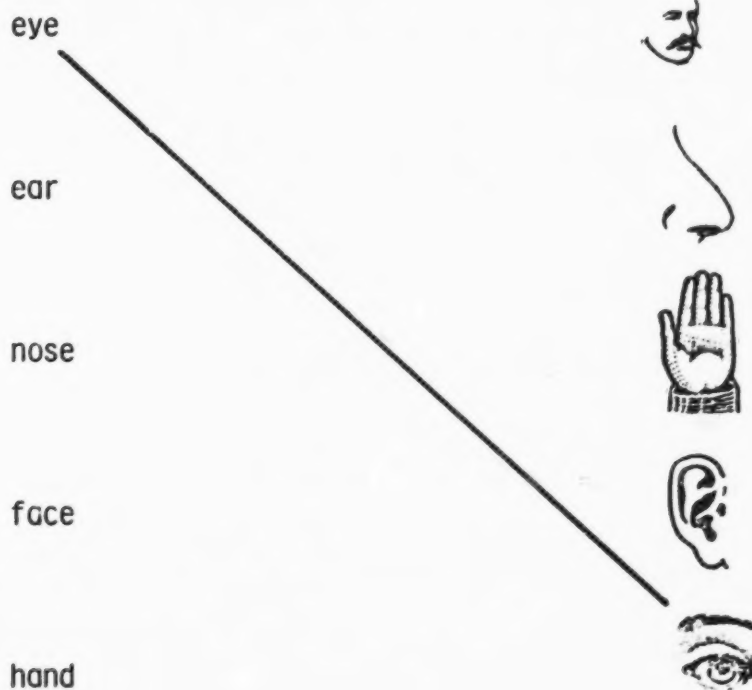
1. Will you drive the car to School?
2. The kids will eat _____ and drink milk.
3. Bob likes to sit under a _____ and sip tea.
4. I will drink a small cup of _____.
5. It is hot. Open the _____.

SIGHT WORDS

A. DIRECTIONS: Read the words under the pictures.



B. DIRECTIONS: Draw a line from the word to the picture.



MAKING SENTENCES

C. DIRECTIONS: Read these words.

our	face
hear	eyes
feel	ears
smell	hands
are	nose

D. DIRECTIONS: Fill in the blank with one of these words.

ears

nose

eyes

face

hands

1. We see with our eyes.

2. We hear with our _____.

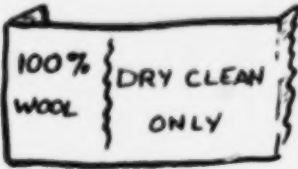
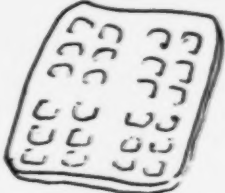
3. We smell with our _____.

4. We feel with our _____.

5. The eyes and nose are on the _____.

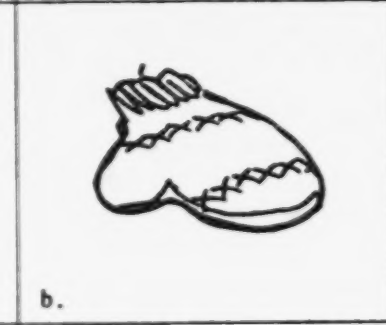
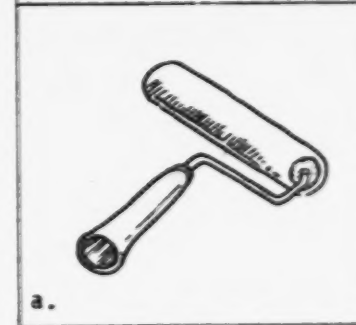
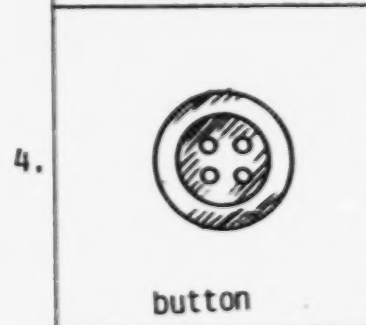
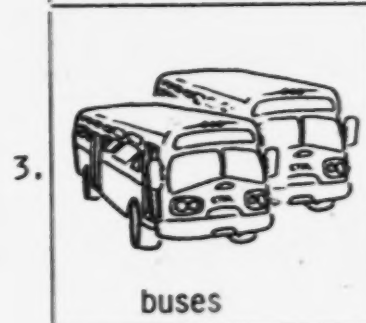
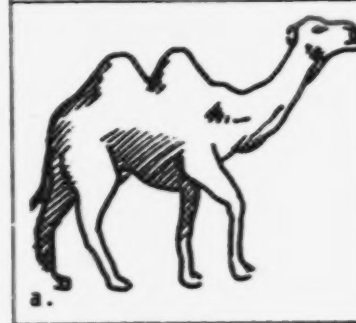
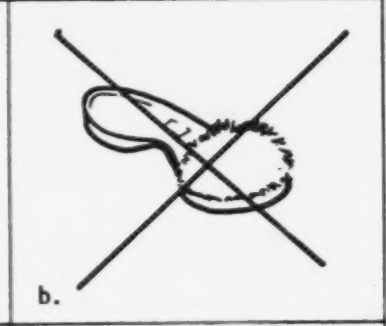
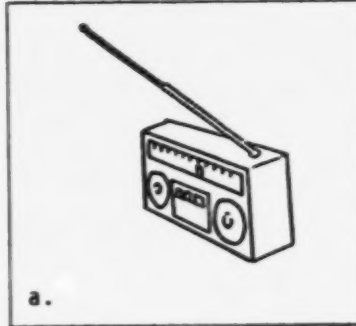
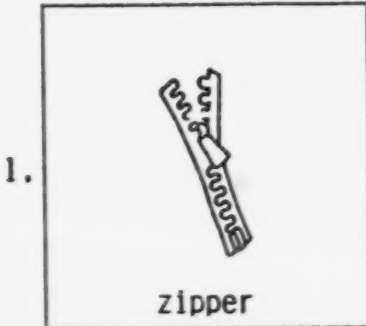
MIDDLE CONSONANTS: b, d, f, t

A. DIRECTIONS: Say the name of each picture. Put an X on the picture which has the same middle sound as the picture on the left.

1.  label	a. 	b. 
2.  ladder	a. 	b. 
3.  waffle	a. 	b. 
4.  letter	a. 	b. 

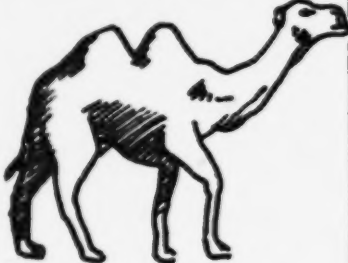
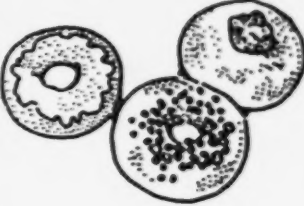
MIDDLE CONSONANTS: p, r, s, t

B. DIRECTIONS: Say the name of each picture. Put an X on the picture which has the same middle sound as the picture on the left.



MIDDLE CONSONANTS: g, k, m, n

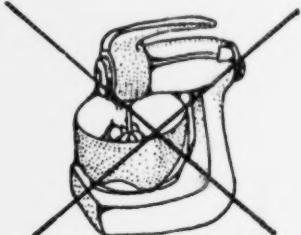
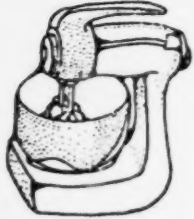
C. DIRECTIONS: Say the name of each picture. Put an X on the picture which has the same middle sound as the picture on the left.

1.  jogger	a. 	b. 
2.  baker	a. 	b. 
3.  lemons	a. 	b. 
4.  money	a. 	b. 

MIDDLE CONSONANTS: x, l

104, EXERCISE 3
CONTINUED

D. DIRECTIONS: Say the name of each picture. Put an X on the picture which has the same middle sound as the picture on the left.

1.  taxi	a. 	b. 
2.  pillow	a. 	b. 
3.  police	a. 	b. 
4.  boxer	a. 	b. 

MAKING SENTENCES

E. DIRECTIONS: Read the word below the picture.

			
pillow	carrots	zipper	money

F. DIRECTIONS: Fill in the blank. Pick one of these words.

pillow

carrots

zipper

money

1. Tad will eat the carrots.
2. The dress has a _____.
3. A teller has the _____.
4. The _____ is on the bed.

NOTE: STUDENTS MAY NEED HELP
WITH THIS SIGHT WORD:
TELLER.

6. DIRECTIONS: Read the word below the picture.

			
lemon	dollar	jogger	taxi

H. DIRECTIONS: Fill in the blank. Pick one of these words.

lemon dollar jogger taxi

1. Van will ride in a _____.
2. The _____ ran a lap.
3. I gave the woman a _____.
4. Do you put _____ in your tea?

NOTE: STUDENTS MAY NEED HELP
WITH THESE SIGHT WORDS:
RIDE AND THAT.

SENTENCES

- A. DIRECTIONS: Write each sentence below. Put a capital letter at the beginning. Put a period at the end.

1. the new hat is in the box

The new hat is in the box.

2. gas is in the car

3. please find the address

4. the hat is black

5. he has blue eyes

6. it is my birthday

NOTE: STUDENTS MAY NEED HELP WITH
THESE EIGHT WORDS: PLEASE,
BLUE, BLACK, AND BIRTHDAY.

OBJECTIVE: TO USE INITIAL
CAPITALIZATION
AND PERIODS IN
SENTENCES

- B. DIRECTIONS: Write each sentence below. Put a capital letter at the beginning. Put a period at the end.



1. they are at the bus stop

They are at the bus stop.

2. jan will see you at six

3. my son will buy a new car

4. the Kim family likes to drink tea

5. the sun is hot on my back

6. put six eggs and a cup of milk into the cake

THE WORD "I"

DIRECTIONS: Write each sentence. Use a capital letter for the word I.

1. i can help you.

I can help you.

2. i work here.

3. Bob and i will sell our van.

4. i can find the bus stop.

5. The driver and i will go for help.

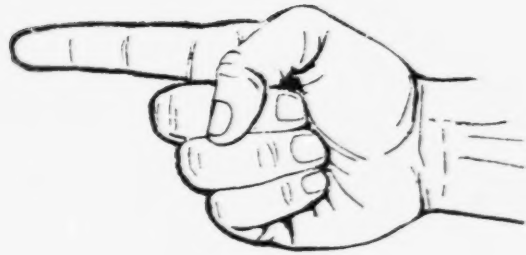
6. i will buy a carton of milk.

OBJECTIVE: TO CAPITALIZE
THE PRONOUN I

104, EXERCISE 6

104, EXERCISE 7

SEE TEACHER'S SECTION, PAGES
XIV AND XV, FOR PARAGRAPHS
RELATED TO THESE OBJECTIVES.



OBJECTIVES: TO SELECT THE BEST
TITLE OF A STORY
PRESENTED ORALLY
TO IDENTIFY THE
MAIN IDEA OF A STORY
OR PARAGRAPH
PRESENTED ORALLY

DETAILS IN SENTENCES

- A. DIRECTIONS:** Read the sentences. Underline the word or words that answer the questions. Write the answers in the blanks.

WHO

- 1.
- The man
- can go for help.

Who can go for help? the manWHAT

2. The black hat is in the big box.

What is in the box? _____

WHEN

3. We eat breakfast at seven.

When do we eat breakfast? _____

WHERE

4. Sam will go to see his dad in Chicago.

Where will Sam go? _____

HOW

5. Sam will take a yellow cab to the bus.

How will Sam get to the bus? _____

NOTE: STUDENTS MAY NEED HELP
WITH THESE SIGHT WORDS:
WHO, WHAT, WHERE, AND
HOW.

OBJECTIVE: TO RECALL DETAILS
IN SENTENCES

B. DIRECTIONS: Underline the word or words that answer the questions. Write the answers in the blanks.

WHO

1. Ted will wed at ten.

Who will wed at ten? Ted

WHAT

2. The window on the school bus is down.

What is down? _____

WHEN

3. Our family will eat dinner at six.

When will our family eat? _____

WHERE

4. The red pen is in the little box.

Where is the red pen? _____

HOW

5. Pat went to Chicago on a big jet.

How did Pat go to Chicago? _____